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ABSTRACT

The current state of the art concerning the provision of continuing social education and recent expansion and pressures for continued growth through the 1980s are considered. Specific topics include: the continuing education directors and staff; the continuing education program (CEP) as an organization; the CEP's programming, funding sources, and patterns; the CEP and linkages to its environments; the CEP's status and integration into social work education; flexibility versus standard setting and the need for institutionalization of the continuing education function; the evolving functions of the CEP; the emerging array of continuing education consumers; teaching modalities; and the CEP and its regulatory environment. By comparing current data with previous surveys, projects, and literature, an attempt is made to depict the extent of growth, institutionalization, and integration of continuing social work education in relation to social work education and practice in general. Projections for the future are included, and emerging themes and pressures for continued growth of continuing social work education are addressed. Data were derived from five sources: the 1978 Continuing Education Directors' Survey, which is appended; site visits to CEPs connected with social work education programs; interviews and discussions with continuing social work education from the project advisory committee; and a literature search. A bibliography is appended. (SW)

Continuing Social Work Education Provision: Trends and Future Developments

by

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Foreword

Formal degree-granting programs of education constitute only one aspect of learning. Pursuit of knowledge and skill and eventually wisdom is a life-long activity. The widespread interest in continuing education demonstrates the utility of such programs for social work, practitioners, educators, and administrators. This is particularly true for those who have completed their formal education. However, as social work education programs experience diminishing applications for enrollment, like the rest of academia, continuing education programs increasingly are being utilized as important student recruitment vehicles. Not infrequently, social work practitioners use participation in continuing education activities as a way of testing their interest and suitability for entrance into structured social work education programs.

As the author notes in his introduction, "this monograph is a descriptive and analytic work that describes the actual practice of providing continuing social work education, primarily through the CEPs operating in relation to graduate and undergraduate social work education programs throughout the United States."

Support for this project was secured from the National Institute of Mental Health, Department of Health and Human Services.

This monograph is organized into two sections. The first section provides an overview of the current "State of the Art" of continuing education provision. The second section focuses on the recent expansion and pressure for continued growth in the 1980s.

The Council on Social Work Education is pleased to offer this monograph as another valuable contribution to the growing literature on continuing education, attesting to its importance. It is a timely publication.

New York City
November 1981

ARTHUR J. KATZ
EXECUTIVE DIRECTOR

Preface

Continuing education is a primary vehicle for maintaining the vitality of any professional's knowledge base and practice skills. Further, continuing professional education must deal with a vast array of learning needs of thousands of professionals who are at various stages of career development in careers that have sometimes spanned 40 or more years. Continuing professional education in social work must deal not only with maintaining the competencies of multifarious individuals functioning in a vast array of fields and methodologies, but also must meet demands for learning around career growth, transitions, and dramatic career shifts. Continuing professional education providers also must be flexible enough to allow for a wide variety of capacity levels and states of readiness for continuing education learning.

In addition, because the majority of social workers are employed in organizational settings, these human service organizations must be regarded as consumers of continuing social work education providers. Today, because of a growing recognition of these organizational continuing education needs by the profession, the governmental funding agencies, and the agencies themselves, many social service delivery networks have extensive staff development functions and organizational units. Many staff development contracts to university-based continuing social work education programs also are involved. In fact, many of these continuing education provider organizations are becoming highly complex organizational entities with large staffs and budgets, employing a wide diversity of learning theories, training methods, and teaching/research and organizational development technologies (hard and soft).

Continuing education is probably the fastest growing segment of social work education. It is changing quickly in scope, function, and overall character. In the relatively short history of this fast growing subspecialty of social work education there has never been an attempt to portray "the state of the art" of continuing social work education provision. This monograph represents a first—and hopefully not the last—attempt at such a portrayal.

This monograph, and two companion volumes, were funded by the National Institute of Mental Health as a part of a three-year project at the Council. The other two publications are: *Continuing Social Work Education: An Annotated Bibliography*, by Grant Loavenbruck and Carol Crecca, CSWE, 1980; and "Manual of Proposed Standards and Guidelines for Social Work Continuing Education Programs," developed by the Project Advisory Committee, CSWE, 1980. All three publications are focused on the need for codification of literature and practice knowledge in continuing social work education provision today.

In conclusion, the author wants to acknowledge sincerely the many contributions of the continuing education Project Advisory Committee, under the fine leadership of Charles Mitchell of the University of Missouri. Their advice and input toward the development of this publication, along with those of the many other continuing educators involved in the project, were very fruitful and much appreciated. The support of Council staff was essential for completion of this book, and Angela Griffenkranz, John Stone, Wallace Jalinske, Sam Miller, and Carl Scott made special contributions. I thank them for all their help and support.

I would like to dedicate this publication to a lost friend, colleague, and former CSWE Executive Director, Richard Lodge. He had the foresight to push for continuing education when supporters of this new field of social work education were few.

Finally, I want to gratefully acknowledge my family—Angela, Adam, Zachary, Pia, and Trixie—for their patience, tolerance, and very important support.

Contents

Introduction

The Project and the Monograph

The idea for the study that is being reported on here evolved in relation to developments in continuing social work education—developments occurring at the Council on Social Work Education, at a number of the schools of social work, and at the National Association of Social Workers. Also influencing this study was the recent explosive growth of agency-based staff development programs funded under Title XX and Title 426 (Child Welfare), and by NIMH to name but a few sources of support. This study was conducted by the Council on Social Work Education with funding provided by NIMH (Project MH 14855-02).

The project was designed to codify practice knowledge in continuing social work education and to present a picture of the current "state of the art" of continuing social work education practice in the United States. As the project unfolded, a thorough literature search revealed a number of other related publications generally dealing with the same topic. An assessment of these publications helped dictate the unique character and focus of the current monograph. The following tnree works discussed are prime examples of these related books.

The Council on Social Work Education's *Guide to Continuing Education in Schools of Social Work* published in 1974, was written "to suggest new administrative arrangements and program directions" for continuing education programs to pursue.[1] It was not formulated to prescribe a specific way for continuing educators to develop their continuing education programs, but rather to provide them with the "central concepts, principles, goals and processes,"[2] and to give a frame of reference to employ in developing and implementing continuing education in schools of social work. Though now several years old, this *Guide* remains a valid and useful "road map" for continuing social work educators.

Lauffer and Sturdevant-Reed's extremely useful publication, *Doing Continuing Education and Staff Development,* offers a needed how-to-do-it cookbook. It contains a comprehensive array of prescriptive guides designed to help continuing education providers analyze and make decisions about their own continuing education programs.

Like Lauffer, this author found in a search of the continuing social work education literature that most journal articles on the subject tended to be "ideological in nature, specifying what the writer thought continuing educators *should* be doing rather than describing what they were in fact doing."[3] Further, the few exceptions to this rule were mostly descriptive articles and publications about various aspects of continuing social work education programs from a local, state, or regional perspective. In fact, Lauffer and Sturdevant-Reed, Southwick, Miller, and Knox appear to be the only authors who have conducted national studies on any aspect of continuing social work education provision.[4] Because of the limited literature available, it appeared desirable to write this monograph using a national perspective.

In summary, this monograph is not ideological in nature or prescriptive by intent. It is not a "cookbook" of continuing education practice skills or a guidebook of the principles for developing continuing education programs (CEPs). Rather, this monograph is a descriptive and analytic work that describes the actual practice of providing continuing social work education, primarily through the CEPs operating in relation to graduate and undergraduate social work education programs throughout the United States. It also examines a variety of data sources from a national perspective, and through comparisons with previous, similar data sources, will identify emerging patterns and themes of continuing social work education provision in the university-based CEP. Further, through such data and trend analysis it will show what continuing social work education is becoming, and project what it might become over the next decade.

Why Now?

The reader might wonder why such a monograph is necessary at this time—since two other somewhat similar studies of continuing social work education providers and their organizations were conducted in the last few years, one by Lauffer and one by Southwick.[5] Lauffer's three-year national study, culminating in 1974, focused on the practice of continuing education provision in the human services. His data and subsequent analyses were acquired from interviews with numerous continuing education providers in a variety of settings—universities, professional schools, professional associations, agencies, and other types of service delivery organizations. There were certain inevitable shortcomings in his study with respect to social work continuing education. First, of the more than 60 interviews conducted with human service continuing education providers, only about 10 were with social work continuing education providers. Second, the social work CEPs examined were among the limited number of well-established, "exemplary" university-based CEPs for a particular area. Less well-developed or less successful CEPs did not appear to be among Lauffer's data sources.

For these reasons one might reasonably suspect that Lauffer did not derive a broad-scale, comprehensive picture of the "state of the art" of continuing social work education provision in the university-based CEPs. The useful but

incomplete picture he did obtain was of the successful continuing education programs—those which other CEPs might aspire to imitate. However, it is the current author's observation that there is much to learn both from the experiences of young, struggling CEPs and from CEPs that fail. Further, this author has learned much from observing and analyzing the persistent barriers to growth and the institutionalization of many of the CEPs. Presumably there was an inadvertent tendency on Lauffer's part to portray the few social work CEPs that he examined as typical of the level of continuing education providers in social work education; that is, to portray this limited sample of CEPs as broadly representative of the state of the art.

In the present monograph, a more broad-based representation of continuing social work education—at least in the university arena—was attempted. This was effected by using the national leadership position and perspective of the Council on Social Work Education to examine a much larger number of programs that were at various stages of development, and at all levels of integration into the overall social work education programs of their host institutions.

Thus, there were explicit reasons for attempting the present study only four years after a similar approach employed by Lauffer.

Included among the data sources for the current monograph was a national questionnaire survey. Southwick's national questionnaire survey (1974), like the present survey (1978), focused on the Continuing Education Program, its structure, functions, directors, and other personnel. Care was taken in designing the survey instrument for the current study to include several of the same questions employed in the 1974 study, thus providing opportunity for comparisons over time.

Again, one might ask why it was necessary to conduct a similar survey only four years later. In certain ways it could be suspected that the CEPs and continuing social work education practice might remain constant over this relatively short time. On the other hand there were reasons to suspect that continuing social work education was in a state of rapid flux, related to many significant professional, educational, and governmental developments.

During the 1970s several major social welfare and related training programs were initiated or expanded by the federal government. National Institute of Mental Health/Social Work Manpower training grants, Child Welfare Training grants, and Title XX Social Services training money provided a needed boost to social work education. In addition, federal funding of social work education was coming from the Administration on Aging, the Law Enforcement Assistance Administration, and various other titles of the Social Security Act, such as Titles 17, 19, and IVA, to train social workers involved in various Medicare, Medicaid, and Income Maintenance programs respectively.

More specifically, however, most of the federal funding programs for social work education during this period were shifting in focus from support of long-term, degree-seeking educational programs to support of short-term continuing education and staff development training programs. Informal but recurring feedback to the Council on Social Work Education indicated that such federal funding patterns were providing an opportunity for existing CEPs to expand and diversify their programming, while many new CEPs seemed to be developing where

none had previously existed, such as in rural states and areas where only baccalaureate social work programs had existed. Indeed, until recently it was rare to find any serious continuing education functions in BSW programs. In short, during the mid-1970s, if one could conclude that there was a marked rejuvenation of federal fiscal support of social work education, it was specifically for short-term continuing social work education.

During this same period, the social work profession, through the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE), greatly expanded its concern with programmatic activities around the continuing professional education needs of social workers and social welfare agencies. The academic-based continuing education providers were the focus of most of CSWE's continuing education involvement over the decade prior to this survey.

Through NIMH support, CSWE in part provided leadership for continuing education providers, forums of various types, an information clearinghouse function, training programs for continuing education personnel, research about continuing education provision, and some early formulation of guidelines for the practice of continuing education.[6] In addition, the Council provided services to help CEPs market and promote their continuing education activities that were designed for the open marketplace,[7] and provided legislative advocacy services for its continuing social work education constituency to expand and solidify federal funding of continuing education programming in academia. The Council also began collaborative work with NASW to jointly determine the needs for standard setting and implementation in both continuing professional education participation and provision.[8]

All of these Council activities were focused on promoting the establishment of new and stronger continuing education components within both baccalaureate and graduate social work education programs, helping academic institutions incorporate continuing education as an indispensable arm of their programs, and advancing existing knowledge about continuing education as a learning process. It seemed probable, therefore, to expect during this period considerable expansion of continuing education activities in the social work education programs as a result of CSWE's exertions.

Ouring the same four years, NASW also was increasingly active with regard to continuing education for social workers, especially in relation to its 80,000 members. In a 1972 national survey of its membership by this author, NASW members rated continuing professional education as the number one priority for the association.[9] NASW has taken a number of steps to encourage the increase of continuing education provision and participation in its chapters, for example, through grants for special continuing education activities among a number of chapters and by strongly encouraging the formulation of an active continuing education chapter committee in its *NASW Chapter Action Guide*.[10]

NASW also has continued to work for the establishment of licensing laws for social workers at the state level. Some form of licensing or certification laws already are in effect in 26 states. Twelve of these states have renewal provisions that require some form of continuing education activities as the vehicle for renewal.[11] It seems probable that at least in those states, demand for continuing education programming will increase. In states where passage of similar laws

appears imminent or probable, demand for continuing education provision may also increase.

In short, there have been so many critical developments and changes in the funding of continuing education in the schools of social work and their national organization, CSWE, through NASW national chapters, and in the regulatory arena that one reasonably could expect a considerably different picture of continuing education provision in 1978 as compared with that existing four years earlier. These changes convinced NIMH, the Council on Social Work Education, and this author to replicate and expand on certain aspects of the approaches of both the Southwick and Lauffer studies.

Data Sources

Information for analysis and presentation in this monograph came from several sources, and ranged from empirical to impressionistic in nature. Data were derived from five basic sources:

1. The 1978 Continuing Education Directors' Survey (see Appendix A for a sample of the survey instrument utilized).
2. Site visits to CEPs connected with social work education programs (see Appendix B for a list of the site visits).
3. Interviews and discussions with continuing education directors who were participating in the present project's training program for new continuing education directors.
4. Ongoing input about the practice of continuing social work education from the project Advisory Committee, which represented a broad spectrum of directors of CEPs both in graduate and undergraduate social work education programs as well as agency-based continuing educators (see Appendix C for a list of the Project Advisory Committee members). This large group of continuing educators administered most of the key CEPs in the country. Their perspectives and feedback over a three-year period were invaluable sources of data for this monograph. This was especially true since the committee concomitantly developed a "Manual of Proposed Standards and Guidelines for Social Work Continuing Education Programs."[12] The "Manual" offers a concise formulation of the minimum levels of continuing education practice that university-based social work CEPs should be attempting to attain over the next few years. In developing the "Manual," the Advisory Committee took into consideration the current "state of the art" concerning continuing education provision in social work in order to prevent setting proposed standards for continuing education providers that might be unrealistic. In this regard, input from the Advisory Committee served as a special source of data for this monograph.
5. The literature search involved in this project provided another critical source of information concerning the "state of the art" that this subspecialty of social work education has attained to date. In this regard, the reader should be aware of a companion volume, *Continuing Social Work Education: An Annotated Bibliography*, also published by CSWE.[13]

Since the 1978 Continuing Education Directors' Survey was a primary data source for this volume, it seems warranted to provide a detailed description of the survey's purpose, focus, sampling technique, methodology, and a brief examination of the data analyses employed. The purpose of this national questionnaire survey was to determine the extent of the programmatic and administrative development of the continuing education component within or in relation to social work education programs. More specifically, it focused on the characteristics of continuing education directors (and other CEP personnel), the organization structure, financing, and degree of integration into the host institution of the CEPs; and indicators of linkages between the CEPs and their "environments," both inside and outside the academic setting.[14]

These focuses were chosen as key indicators of the "state of the art" of continuing social work education programming and management. They also were chosen as a similar array of variables to those included in the previously mentioned Southwick study, since such replication of survey variables would offer the opportunity for comparison and trend analysis.[15] A second part of the survey focused on determining the continuing education directors' assessment of their own learning needs. These data were used for designing a training program for new continuing education directors.

The study sample was obtained by surveying all CSWE-accredited social work education programs at both the graduate and undergraduate levels. Questionnaires were sent to the continuing education director or coordinator when these were known,[16] or to the dean or director of the social work education program. Of the 247 undergraduate and 87 graduate programs contacted, 97 responded that they had some form of continuing social work education program directly or indirectly connected to the social work education program, and had designated a person as being responsible for continuing education programming. These were the two criteria for determining if there was enough of a continuing education programmatic component to warrant a response to this survey. In cases where ambiguous responses were received, follow-up telephone calls were made for purposes of clarification.

In employing these sampling criteria, there was the chance that some significant continuing education programming might not be included. For example, an indeterminate number of additional social work education programs may have had fairly extensive continuing education programming, but were of such a fragmented and uncoordinated structure that no one person was designated as the coordinator of continuing education activities.

As previously mentioned, the methodology chosen was one of a mailed questionnaire survey with a second reminder and then some telephone follow-up. The ten-page questionnaire was a mix of closed- and open-ended questions, precoded for ease of analysis. Data were computer analyzed and most of the analyses were descriptive in nature, although some correlational analyses also were performed.

Organization of the Monograph

This monograph is organized into two sections. The first one depicts an overview of the current "state of the art" of continuing social work education provision. A number of topics are addressed, including the continuing

education directors and staff; the CEP as an organization, the CEP's programming, funding sources, and patterns; the CEP and linkages to its environments; the CEP's status and integration into social work education; flexibility versus standard setting and the need for institutionalization of the continuing education function; the evolving functions of the CEP; the emerging array of continuing education consumers; teaching modalities; and the CEP and its regulatory environment.

The second section focuses on the recent expansion and pressures for continued growth through the 1980s. By comparing data from the present project with previous surveys, projects, and literature, an attempt is made to depict the extent of growth, institutionalization, and integration of continuing social work education in relation to social work education and practice in general. This part also projects beyond the current picture of continuing social work education to the future. Emerging themes and pressures for continued growth of continuing social work education are delineated and discussed.

NOTES

1. *Guide to Continuing Education in Schools of Social Work* (New York: Council on Social Work Education, 1974).
2. *Ibid.*, p. 1.
3. Armand Lauffer, *The Practice of Continuing Education in the Human Services* (New York: McGraw-Hill, 1977).
4. See Armand Lauffer and Celeste Sturdevant-Reed, *Doing Continuing Education and Staff Development* (New York: McGraw-Hill, 1978); Phyllis C. Southwick, "Social Work Continuing Education: A Survey of Administrative Structure and Programming in Graduate Schools of Social Work, 1974" (DSW diss., Graduate School of Social Work, University of Utah, 1976); Deborah Miller, *Continuing Education Programs of Schools of Social Work: Report of a Survey* (New York: Council on Social Work Education, 1969); and Alan Knox, *Enhancing Proficiencies of Continuing Educators* (San Francisco: Jossey-Bass, 1979).
5. Lauffer, *op. cit.*; and Southwick, *op. cit.*
6. See Miller, *op. cit.*; and *Guide to Continuing Education, op. cit.*
7. "Continuing Education Programs in Social Work, Summer" (New York: Council on Social Work Education, published annually).
8. "Report from the NASW/CSWE Joint Task Force on Continuing Education" (New York: Council on Social Work Education, March 1979).
9. Grant Loavenbruck, "NASW Manpower Survey," *NASW News*, March 1973, pp. 10-11.
10. *The NASW Chapter Action-Guide* (Washington, D. C.: National Association of Social Workers, 1969).
11. *Summary of Laws by State Regulating and Licensing the Practice of Social Work* (Washington, D. C.: National Association of Social Workers, 1979).
12. "Manual of Proposed Standards and Guidelines for Social Work Continuing Education Programs" (New York: Council on Social Work Education, 1980).
13. Grant Loavenbruck and Carol Crecca, *Continuing Social Work Education: An Annotated Bibliography* (New York: Council on Social Work Education, 1980).
14. See Lauffer and Sturdevant-Reed, *op. cit.*, p. 73 for what the authors refer to as a "task environment map" wherein the continuing educator can analyze the full array of the CEP's publics and determine an optimal configuration of linkages.

15. Southwick, *op. cit.*
16. Over the past decade the Council on Social Work Education has developed a list of nearly 150 educators in social work continuing education programs.

1

Continuing Social Work Education Provision: Current State of the Art

Each aspect of continuing social work education considered in the present state of the art examination is like a window on the world of continuing education provision, each one suggesting a less than complete perspective, yet each one incrementally adding to our comprehension of an increasingly complex educational organizational network. When one analyzes all facets as an array of interrelated factors, one begins to see certain emerging patterns that can be portrayed qualitatively.

Overall, one is struck by the *rapid growth* in this subspecialty of social work education. Coupled with this picture of expansion is an image of great *diversity* of organizational, structural, functional, and leadership styles of the continuing education programs (CEPs) that were examined. It appears that the CEPs within social work education programs are the most *consumer responsive* of all the components of social work education.

A belief in and reliance on adult learning theory in the CEPs seemed to account for the overall quality of programming responsiveness. One usually observed a degree of *flexibility* in the continuing education program development training approaches employed. Continuing education programming is likely to start with consumer needs assessment rather than with traditional curricula, with traditional teaching methods, or with the personal teaching preferences of the academic personnel.

Because of this growth, flexibility, and responsiveness, several organizational and programming boundary issues of continuing education provision are in a state of flux. There also seems to be a "push-pull" phenomenon in operation. On the one hand, most social work continuing education appears to welcome and even thrive on the uncertainties of this unsettled boundary situation because of the opportunities afforded for creative programming, organizational building, and career growth. On the other hand, these same educators appear to be pushing

themselves and their host academic organizations toward increased institutionalized integration of their CEPs in order to derive more status and support. Furthermore, these educators are seeking increased standardization in the form of CSWE sanctioned continuing education provider standards at the same time that they obviously prefer a good measure of organizational autonomy and creative license in their continuing education programming. This is a dilemma, but not one that seems to be affecting the progress of the CEPs.

There is one other important aspect to this boundary issue—the role of the CEP as a functional *linkage* between the social work education programs and the practice community. As Itzin and Gullerud pointed out, continuing education could be an effective linkage between school and practice, providing that programs are centrally administered as part of the mainstream of the school's curriculum, and that both practitioners and administrators are actively engaged in curriculum planning, implementation, and evaluation.[1] However, the very nature of the CEP as a linkage mechanism places it functionally and structurally on the fringe of academia. In this regard many of the newer CEPs are not totally accepted by the core program, or adequately supported financially or politically, and thus in general are seen as a rather *transient* phenomenon.

In short, the second-class citizenship of continuing education is still in evidence. This is a factor that can be intensified when the purposes and functions of the CEP remove it too far from the basic mission of the academic host organization. As linkage mechanisms are expanded beyond the tolerance level of the core social work education program, the program can almost spontaneously withdraw its essential support should the CEP's innovativeness and commitments to the practice community vary greatly from the host program's perception of its own goals.

On the other hand, there are some countervailing forces that tend to help integrate the CEP into the academic setting in spite of its linkage/fringe functions. Several successful CEPs have been providing major new sources of educational programs, despite the fact that in recent years the education field has been experiencing shrinking federal funds and diminishing student applications. In addition, CEPs have become student recruitment vehicles wherein baccalaureate practitioners use continuing education as a way of "testing the water" before plunging into full-time graduate study. Academics also are finding other functions of the CEPs to be of great help to the core objectives of the basic educational program; for example, they might function as (1) a laboratory for curriculum development, (2) a research utilization laboratory, or (3) a center for grantsmanship and program development. All of these countervailing forces can offset the tendency of some CEPs to drift too far from the goals and objectives of their host organizations.

In the remaining sections of this chapter, specific data and observations about various aspects of continuing education provision are discussed, with particular emphasis on the staffing, programming, and organizational characteristics of academically-based social work CEPs. In addition, the unique array of characteristics of those older, more established CEPs that have achieved a degree of integration into and acceptance by their host organizations will be discussed. Delineating and discussing the unique attributes of this subgroup of CEPs will suggest the direction of continuing education provision in the near future.

Continuing Education Directors and Other Personnel

This author found that in most of the academically-based social work CEPs surveyed or observed, the personality, strength, and style of the continuing education director appeared to be the key determinants of the success or failure of a particular CEP. This finding was similar to conclusions reached by Lauffer.[2] The following characteristics were included in the common profile of the continuing education directors of the nearly 100 reporting social work CEPs.[3]

Nearly three-quarters of the respondents had the title of "Director" or "Coordinator of Continuing Education" in the host organization. They typically were experienced, middle-aged social workers, with an average age of 45 years (although nearly one-third were under 40), and an average of nearly 18 years of social work experience. Most of their work experience had been with their present employer in a social work education program—an average of 6.6 years, with slightly over three-quarters in their current position less than 6 years. The fact that over three-fifths reported their last position to be either "administrator" or a position "other than educator" suggested that the majority were recruited directly into their academically-based continuing education directorship after many years in the practice community, and in this respect might still be viewed by many of the academics as "outsiders." In fact, the ambivalence in their current roles might be suggested by the directors' own characterizations of their roles—57 percent saw themselves as administrators, whereas almost as many (43%) saw themselves primarily as educators.

Two signs that the continuing education directors surveyed were in positions that were a real part of academia were: over 81 percent had faculty rank, with nearly half holding a senior rank (full or associate professor); and over 60 percent were in a tenure track line, with their faculty ranking suggesting that nearly half were already tenured.

A related characteristic was the fact that over 62 percent of them were required to teach at least one course a semester, suggesting that even though their responsibilities were increasingly administrative, they were still viewed as "part of academia with an academic load." In fact, they reported that when they were not required to teach at least one course per semester, they chose to do so. Most often they reported that their reasons for doing so were to "keep their finger in the pie" and to underscore the fact that they were basically academics.

As a group, the directors were about three-fifths male and two-fifths female—about the same ratio as data reported from a 1973 national survey of NASW members.[4] Almost all (96%) had at least graduate degrees in social work, and somewhat surprisingly, nearly one-third possessed doctorates.

How, then, were the directors studied found to be different from social work academics in general? It was theorized that some answers to this question might show how and to what degree continuing social work education is securing an organizational foothold in its host social work education program.

Compared to social work professors in general, the continuing education directors were somewhat different but not dramatically disparate. They were somewhat more likely to be female than were graduate social work professors.

They had about the same median age as graduate faculty, and the distribution by professional academic rank was approximately the same for both groups. If anything, the continuing education directors were somewhat more likely to have a senior rank (associate or full professor) than social work faculty in general, which probably was related to the fact that a sizeable number had achieved senior rank and tenure prior to becoming the director of the school. They also tended to have median salaries slightly higher than those of graduate faculty at the associate professor level. This difference was probably related to a salary differential most often afforded to continuing education directors because of their administrative duties.

One of the ways in which the continuing education directors appeared to differ from graduate social work faculty had to do with their credentials and experience. In general, they were less likely to have a doctorate than graduate social work faculty, and more likely to have recent social work administrative practice experiences. They also were more likely to have an active identification with the practice community than the core academic faculty of the social work education program.[5]

At this point an examination of one subgroup of continuing education directors might be useful. This is the subgroup of experienced directors from the more established CEPs. They are particularly relevant to the study since they were the forerunners and trend setters in this new subspecialty of social work education.

For purposes of analysis, this subgroup was defined as having over five years' experience as directors of continuing education. They numbered 21 and represented the more established, institutionalized CEPs surveyed. In most cases they were the first and only director of continuing education in their schools. The following characteristics of this subgroup were developed from a combination of survey data analysis and observations made during site visits and other contacts with the directors.

1. Compared to continuing education directors in general, this subgroup was more likely to regard themselves primarily as "administrators" rather than as "educators."[6] Observations also suggested that these directors expended considerable energy trying to balance their time between their educational and administrative functions. Most continued some of their teaching activity. Likewise, most of them played a significant role on the curriculum development committee of their host institution. Increasingly, such evidence as this suggests that social work education is viewing continuing education as an integral component in the curriculum development process--as a laboratory for testing curriculum innovations before an experimental course is fully integrated into the regular social work education curriculum.
2. This subgroup was more likely to serve full-time compared to the continuing education directors in general, spending most of their workweek engaged in administrative activities. Many of the newer directors reported spending less than half of their typical workweek on continuing education activities. It also was observed that the more established directors generally worked a

"full year" rather than the shorter academic year, using the summer months for conducting the summer institutes that often appeal to a regional or even national consumer audience. The summer months also were the time when the most experienced developed their programs for the next academic year.

3. The experienced continuing education directors were more likely than other directors to have developed CEPs that were becoming complex educational delivery systems. These CEPs had larger budgets, utilized a greater diversity of funding sources, had varied types of educational offerings, and employed a variety of full- and part-time professional and support staff for a growing number of organizational functions and tasks.
4. The experienced continuing education directors were more likely than the others to have achieved a certain status within their host institutions, having received tenure and promotion since occupying their positions. Likewise, they were more likely to hold senior academic rank, generally at the associate professor level. It might be interesting to note that only three of this core group had attained the rank of full professor. It is difficult to conclude anything from this fact alone, although one might speculate that this is a young professorial group, still on the way up. On the other hand, one might also speculate that continuing education directors are still viewed as less than germane to the core functions of the host institution—holding a peripheral position not yet warranting the allocation of top-level status. It also might be that the traditional reward and status giving system in academia does not yet account for the types of typical continuing education functions in which this core group of directors characteristically have engaged For example, the promotional process probably only rarely takes into account one's developing audiovisual training technologies.
5. These continuing education directors were more likely than the other directors to have developed programming of many types, including short-term continuing education courses, institutes, and workshops offered in the open marketplace, as well as training contracts and grants with a number of human service delivery systems. In fact, the longer a CEP exists, and the longer one director guides the program, the less likely the director is to rely on the traditional open marketpl ce offerings as the main type of continuing education activity or as the principal source of revenues. Grant and contract training activities are becoming the principal form of continuing education activity throughout the United States.
6. In general, these continuing education directors appeared to be viewed by social workers in their schools, in the social welfare community, and in the professional association as key figures who are available to provide leadership in meeting continuing education needs in the community. It is not uncommon for agency executives and professional association leaders to contact the continuing education director before anyone else in the social work education program. The directors function on the edge of all three arenas and provide a linkage that establishes communication between the different arenas.

As the careers of continuing education directors evolve and their CEPs become increasingly complex, there is a tendency, and perhaps even a danger, for them to take on too many roles, among which are director, administrator, staff developer, teacher, curriculum/program developer, consultant, change agent, community organizer/planner/broker/enabler, grantsperson, research utilization specialist, and so forth. In one sense these multiple roles can create organizational dysfunction, such as when the director cannot grow with the increasing complexities of his or her program; that is, when the director cannot see the increased need for a division of labor and delegation of authority. It is this need that leads to the increased utilization of a variety of different personnel in CEPs.

As pointed out in a 1974 Council on Social Work Education publication about the ideal aspects of continuing education provision:

> *The CEP usually begins as a one-person operation, but as the program expands, additional staff are required to meet the varied requests which come to it and to direct the long-term projects which grants have made possible. An enlarged staff can add much to the creativity and effectiveness of the CEP. Besides providing opportunity to expand community contact, a staff group is able to compare experiences, refine techniques, evaluate program effectiveness, consider value and ideological issues in education, and review literature in the field, which the solitary worker can do only at conferences with other continuing education directors. Some staff will be full-time. A variety of other personnel will be needed to work on a consultative, part-time or ad hoc basis. Developing personnel resources, building a corps of qualified instructors for the CEP, becomes one of the important responsibilities the director carries.*[7]

The fact is that several of the CEPs have grown so much in size and complexity that they warrant their own CEP Personnel Standards.[8] Such CEPs might have several types of *noninstructional personnel*, including project directors, evaluators/researchers, graphic artists, media experts, computer programmers, office managers, bookkeepers, grantspersons, actors, public relations experts, publishers/journalists, planners/program developers, or marketing specialists. In addition, there might be any number of different types of *instructional personnel*, including full-time trainers, adjunct trainers, or other curriculum developers.

In 1978 six of the CEPs had grown to the point of having annual budgets of over $400,000, with two of them over $1,000,000. Obviously organizations of this size become so complex that they develop a variety of personnel issues with which they have to deal. Such CEPs have become major educational bureaucracies unto themselves, and in some instances have grown to be larger than their host institutions, a situation presenting potential problems of a different nature.

Finally, one might attempt to go beyond the observed characteristics of the continuing social work education directors studied, in an effort to delineate the ideal qualities that one would hope to find in such a director. The Council on Social Work Education focussed on this in its *Guide to*

Continuing Education in Schools of Social Work when it stated that:

Desirable attributes for administrators include:

1. *Understanding of the social welfare field and the various subsectors within it.*
2. *Identification with and experience in social work practice.*
3. *Up-to-date knowledge of the trends in practice, the literature and the research in social work and social welfare (i.e., knowing where to go and where to find the resources).*
4. *Knowledge of learning psychology and educational theory.*
5. *Some training or experience in planning and administration, community organization, educational method, or instructional technology.*
6. *Commitment to consumer involvement and effective public relations.*
7. *Ability to visualize and organize continuing education efforts in systemic terms (e.g., seeing the relationship between continuing education and other school activities and its potential impact on the profession, the field of social welfare and the university).*[9]

Further, when developing proposed minimum standards concerning the qualifications for the CEP director, the Council on Social Work Education stated: "The CEP Director shall hold a social work professional degree appropriate to the position, have broad social work practice experience, be identified with social work education and have a working knowledge of Adult Education. The Director shall have demonstrated proficiency in administration, community relations, program development and uses of research."[10] In short, this statement represents what leaders in this field consider a continuing education director *should be*, whereas the previous list of attributes for continuing education administrators represent what they ideally *could be*.

The Continuing Education Program As an Organization

The focus of the present study was on the academically-based CEP. In the majority of programs studied, the CEP was under the auspices of the social work education program (61%). In another 25 percent, the organizational arrangement was one of joint auspices with the social work program and another unit of the university, usually with the Extension Department or Division. Another 15 percent functioned under some other form of auspices. In nearly all cases the CEP was related to the social work education program and the continuing education director reported directly to the dean or director of the social work education program.

In those cases where there was joint auspices, the CEP was *also* responsible to either the university-wide Continuing Education Division or the University Extension Division. In considering whether this situation of joint auspices was functional and advantageous for the CEP, one derived a mixed picture. In some instances, it appeared quite dysfunctional. In these cases, continuing

education directors characteristically reporteu problems with lines of communication, as well as difficulties in determining which organizational division had administrative authority under what circumstances. In several situations, however, the continuing education director was able to turn what might have been an organizational nightmare into an advantageous situation in which at any one time the type of support or service needed from either side of this configuration could be obtained, while the confusing lines of authority could be played on to increase the autonomy of the CEP. In several instances this type of arrangement allowed the CEP to grow in size and status within the overall university.

The ideal situation seemed to exist when, even under these situations of joint auspices, "the CEP tends to be strengthened to the extent that it . . . establishes *clear lines of communication* and collaboration with other academic, research, or extension programs within the school and the university, in order to maximize opportunities for multi-disciplinary efforts where appropriate."[11]

Within this overall picture of auspices, the variety of policy structures or ways in which the CEP related to the host organization and was held accountable seemed almost limitless. In reality, the present study did not attempt to go into much specificity regarding policy structure. Some limited data reported by Green suggested that certain patterns of lines of responsibility in which CEPs function are fairly common. These included those in which the CEP:

1) *is responsible to a faculty policy committee (this arrangement can be quite dysfunctional for the CEP unless the CEP holds a certain distinct status within the host program);*
2) *relates to a faculty advisory committee for input but not policy directives;*
3) *relates to a joint faculty/community advisory committee;*
4) *relates to a community advisory committee; or*
5) *does not relate to any type of an advisory or policy committee.*[12]

The present study found that the majority of CEPs reporting had some form of advisory board or committee (59%). Several other continuing education directors reported that although they had avoided having an advisory committee in the past in order to build a CEP with a "separate and distinct identity,"[13] they were now developing one to broaden their community and/or faculty support base. It also was reported by some continuing education directors who believed in the essential nature of their advisory committees that these committees were often a source of help in fundraising, program development, program monitoring, and providing excellent teaching and/or curriculum development resources.

On the other hand, a sizeable proportion (41%) had not yet developed advisory committees. Although the reasons given for their not being formed were disparate, the underlying theme appeared to be the continuing education directors' fear of outside interference into the operations and objectives of the program. In cases where the CEP was a young, unestablished educational function in the overall host organization, this fear of outside interference—

especially by the "traditional" type of faculty advisory committee—was particularly noteworthy. It often was reported that such a unidimensional advisory committee was not likely to subscribe fully to the tenets of adult learning theory or to the salient features of "good" continuing professional education practices.

Although the CEPs' *goals, objectives,* and *functions* were not a focus of this study, site visits and observations made during the continuing education directors training workshops as well as a literature review suggested the following:

1. The *overall goal* of continuing social work education continues to be the improvement of practice and human service delivery.
2. In the view of most continuing education directors, there were two basic *orientations* for a CEP to pursue: an orientation to the individual learner and the practitioner, and an orientation to the organization or service delivery network within which social service practice takes place. As pointed out in the *Guide to Continuing Education in Schools of Social Work*, these orientations are usually interrelated in the workings of most CEPs.[14]
3. Often there was a noteworthy complementary relationship between the primary *mission* of the CEP and that of the host organization. At the same time it was not unusual to find shifts in the mission of the host organization that had been initiated by activities of the CEP: for example, uncovered training needs from the practice arena and curriculum innovations were very likely to be developed by the CEP and at least incrementally influence the mission of the social work education program.
4. It also is important to note that such organizational change does not occur without conflict. In several instances continuing education directors reported the existence of a certain amount of *intraorganizational tension* that the CEP's evolving mission and functions would seem to have caused or exacerbated. In fact, most directors seemed to have taken these intermittent organizational tensions in stride—as a natural byproduct of organizational change.[15] The directors as a group appeared quite proficient in managing organizational change strategies.
5. Developing and redeveloping the CEP's objectives is a process potentially influenced by a variety of individuals and groups, such as the continuing education director, dean, faculty, advisory committees, consumers, university divisions, professional associations, funding sources, and political groups. During the course of this project it was observed that the CEP often was compelled to walk a tightrope among these many competing forces.
6. Four models of practice by CEPs developed by Lauffer appeared to be widely known and utilized extensively by continuing education directors. These models seemed to be accepted as functional portrayals of continuing education practice in a wide variety of settings and organizational contexts, under multifarious conditions, and with multiple target groups. These models as hypothetical constructs are useful tools for a better understanding of how the functional objectives and organizational structure of CEPS are developed. The four models of practice pursued by CEPs were:

Consumer-Choice, Training, Consultation/Instructional, and Systems-Change.[16] The model chosen by a CEP tended to vary from time to time and was influenced by whether the focus was on the individual or the organization, and whether the programming was directed toward service or change. Although a CEP can employ more than one model at a time, only one tended to predominate and influence the evolution of the essential character of the CEP and its programming.

7. In addition to the basic functions of most CEPs that were previously discussed—that is, teaching and learning, research and knowledge, production and service—Lauffer and Sturdevant-Reed suggested the following partial list of "auxiliary functions" which the CEP must perform in order to procure the resources and legitimacy it needs:

   — *A vehicle for dissemination of research findings.*
   — *Service to agencies that provide the host organization with resources.*
   — *Service to alumni of school or member of association.*
   — *Means of taking pressure off the host organization for providing other services.*
   — *Opportunity for faculty or staff to earn additional income.*
   — *Opportunity for faculty to test out new teaching methods or staff to share new practice approaches.*
   — *Way to build up public or community image of the host institution; adds prestige.*
   — *Increases access to needed financial and other resources.*
   — *Vehicle for intra-organizational collaboration on selected projects, etc.*[17]

Scope of the Continuing Education Programs

Establishing the *scope of the CEP* appeared to have been a process occurring incrementally over several years in many of the CEPs observed during the course of this study. The process seemed disjointed, but when questioned, the continuing education directors usually spoke with ease of a rationale for the selection of the scope.

There are various facets to the scope of the CEP. First, determining the *geographic area* to be covered by one's continuing education programming seems important. This aspect of scope selection is interrelated with the CEP's overall programming needs assessment and unserved demand, with program development capacities, with administrative capacities, with fiscal and personnel resources, with the extent of the sanctioning received from the "host" organization, as well as the fiscal sponsor(s).

The study found that most of the responding CEPs had reached the point at which their geographic scope was no longer just local. Nearly three-quarters of the respondents indicated a scope that was statewide or regional. Second, and closely related to the geographic area to be served, was that facet of scope selection related to the degree of *decentralization versus*

centralization of the scope of effort. For example, among the many social work CEPs observed during the course of this study, the usual pattern of development was to start with a centralized educational delivery system, but quite rapidly, to establish an increasingly decentralized educational delivery network, taking the training programs to the consumers and their organizations. Campus-based continuing education programs became only one component of the overall continuing education programming and tended to be used sparingly. Determining this aspect of the CEP's scope was part of a rational, long-range planning process in the majority of programs.

Third, the *scope of the CE programming* selected by the CEP appeared to be another important facet of the scope selection process. In this regard, determination of whether the CEP would offer credit or noncredit course offerings was generally important. The study showed that 57 percent of the CEPs offered *both* courses bearing university credit and the more "traditional CE course offering" *not* for university credit, but rather for Continuing Education Units (CEUs). Over one-third of the CEPs offered *only* the non-university credit courses to their consumers.

In fact, this has been an area of policy controversy in several schools of social work—that is, whether the CEP should be allowed to offer the traditional university credit-bearing courses employing some of its "nontraditional" outreach approaches and adult learning theories and methodologies. In many schools, this arrangement brought tenured faculty under the administrative "influence" of the CEP. In some schools that offered both credit and noncredit courses this controversy seemed persistent, however, in most of them the experiences appeared to have been fairly nonthreatening. In fact, given the need for developing new markets in academia and the growing trend toward part-time study, one would expect more, rather than fewer, CEPs to incorporate both credit and noncredit course offerings into their overall programming.

Finally, as CEPs have grown they have tended to diversify with respect to their various types of programming. Many of the more established CEPs currently are offering all of the following: workshops, conferences, institutes, short-courses, research utilization workshops, programmed learning texts, and correspondence courses employing a variety of new training technologies including audio tapes, audiovisual tapes, cable TV, and even satellite TV networks.

Target Groups for the Continuing Education Programs

Data from the study indicated that most CEPs related to a fairly wide range of consumers or target groups in formulating and conducting their educational programs. Almost all (93%) considered BA/BSW holders as a major target group. Four out of five responding CEPs regarded the post-MSW holder as a major target group. The interesting aspect of this finding was the fact that a sizeable proportion of the 80 percent were CEPs located in undergraduate social work education programs (about 30). In other words, a somewhat surprising situation existed wherein MSW-level social workers were turning to undergraduate social work CEPs for their continuing education needs. This seemed to occur more often in those regions where there were no graduate schools of social work and where, for example, Title XX Training Funds have helped to put the local undergraduate program in a position to fill this continuing education vacuum.

In addition to these target groups, the majority of CEPs (67%) also reported that they addressed a number of paraprofessional subgroups as targets for their programming. Interestingly, one of every four CEPs also was focusing its efforts on various consumer/client groups, such as foster parents, parents of special needs children, and older people coping with the stresses of retirement. In this regard, some CEPs are emerging as service delivery agents as well as training and organizational consultation/change agents. There were even some CEPs that reported focusing programming efforts on several nontraditional occupational groups, such as housing managers and funeral directors, who need certain social work knowledge and skills in their work.

Needs Assessment of the Continuing Education Programs

For many of the CEPs observed, needs assessment had become an integral component of their program development process. Most of the programs probably would subscribe to the definition of needs assessment posited by Farquharson: "The needs assessment process is defined as both the identification and activation of learning needs, as well as ranking those needs with reference to the goals and resources of the educational institution [the host organization]."[18]

For most of the CEPs observed in this study, needs assessment involved more than merely surveying groups of continuing education consumers or potential consumers about their interests in educational topics or continuing education offerings. In addition to consumer interest, consumer group "commitment" to become actively involved in a "costly," time-consuming learning activity or series of activities was assessed. As a part of this inquiry, the employer was often surveyed with respect to its commitment to become involved in its employees' learning needs and activities. Such organizational commitment is increasingly viewed as a critical ingredient in the continuing education learning process. Without it, the opportunity to utilize the newly acquired knowledge and skills cannot really be realized.

In summary, needs assessment generally included data collection about (1) the target group(s); (2) the employing organization(s); (3) the emergence of new practice and policy trends, which may create or intensify a particular demand for a certain kind of continuing education program; and (4) new and/or existing fiscal resources for developing and conducting such learning programs.

Among the CEPs observed, a variety of needs assessment methodologies characteristically were utilized, ranging from the formal questionnaires and/or personal interviews, to the very informal but oftentimes telling tips or word of mouth appraisals given by knowledgeable "buddies" in an agency with an emerging staff development need. Sometimes needs assessment took the form of trend analysis and/or successful anticipations about policy and program priority shifts, which would create a need for retraining of existing staff in various service delivery systems. At other times needs assessment took the form of a consultative functional task analysis done for a given service delivery system or agency. This in turn could point out unmet staff development needs, as well as the need to build certain functional capacities into the organization via training.

Closely related to this multifaceted view of needs assessment as a dynamic

component of continuing education program development is *marketing*. Although there is no evidence of it yet in the social work continuing education literature, continuing education directors increasingly are applying this commercial business tool to continuing social work education. In fact, when Lauffer and Sturdevant-Reed developed their concept of analyzing the various environments of the CEP in their "nuts and bolts" text, *Doing Continuing Education and Staff Development*, they were applying a marketing concept to a continuing education problem. The four basic steps of a comprehensive marketing program appear to be parallel to the dynamics of needs assessment and program development employed in continuing social work education: (1) a marketing environment review for marketing research, which is a detailed analysis of the consumers or public with whom an agency (CEP) must interact; (2) analysis of marketing problems; (3) setting up marketing objectives, goals, and strategies for each separate market; and (4) implementing these goals through marketing activities (advertising, public relations, personal selling).[19]

Funding of the Continuing Education Programs

Over the past 5 to 10 years the size and diversity of *funding* for continuing social work education has increased dramatically. Comparing findings from the Southwick study (1974)[20] and the current study (1978) one finds that whereas only one CEP had a budget of over $100,000 in 1974, nearly one-quarter in 1978 had budgets over $100,000. As Howery pointed out in 1974, "A number of private universities have found that continuing education activity generates a greater proportion of its costs than undergraduate or graduate education; hence, these institutions are putting more emphasis upon continuing education."[21] This pattern seems to have continued and expanded through the 1970s.

There is, however, another side to this coin. There is still evidence in many schools of social work that the CEP has secured only a *marginal* status at best, as indicated by the budget size (existence or nonexistence of a separate continuing education budget) and source of the continuing education director's salary. In 47 percent of the CEPS surveyed one might argue that a "real" CEP did not exist, since there was no separate continuing education budget. In addition, in nearly one-third of the cases, the continuing education director's salary came from "soft money," and thus was not part of the regular university budget line. Certainly one must view such funding arrangements as tentative at best and highly risky at worst. It is difficult to view such CEPs as integral, educational components of the host organization.

Further, when considering findings about the number of different types of funding sources for the responding CEPS, it was evidenced that of those CEPs that had regular university budget lines, nearly two out of five received less than 20 percent of their funding from the regular budget lines. These CEPs were largely dependent on more transitory funding sources such as government contracts and grants, fees, and so forth.

In 1974 Howery identified six primary sources of funding for a comprehensive CEP:

1. *Budgetary allocations from the host institution.*
2. *Project awards and grants from federal and state government and private foundations.*

3. *Contracts from the employing agencies or professional and/or interest associations for the purpose of undertaking some activity of interest to them.*
4. *Subsidies in the form of faculty participation without extra compensation. Collaborative working relationships with employing agencies, professional associations, and social welfare interest groups may lead to arrangements by which professional personnel for instructional assignments also become available without honorarium.*
5. *Fees from participants.*
6. *Reserve funds resulting from an excess of predicted income for a given activity.*[22]

This list of funding sources of comprehensive CEPs was still basically the same in 1978, with perhaps one or two smaller but growing funding sources added. First, some of the CEPs had developed fairly extensive training product lines, including training materials such as programmed learning texts, audiotapes, audio-video tapes, journals, and newsletters. Second, some CEPs had developed publications that had been produced and sold by outside publishers, which produced royalties for the CEPs. In some instances CEPs had become "big business." In fact, a few that had been able to package all of these funding sources and succeeded by parlaying one grant or contract into another with state agencies constructed multi-million dollar annual budgets for complex training organizations. These "Super Budget" CEPs were always found in state universities, where it was possible to capture the bulk of a state's Title XX money and secure other forms of human services training contracts.

Overall, one received a mixed picture of the fiscal health of social work CEPs in the late 1970s. On the one hand, there were larger budgets with increasing diversity of funding sources. On the other hand, the picture was one of softer, more transitory funding from government sources, all of which could be eliminated or greatly reduced by a shift in political ideology or priorities.

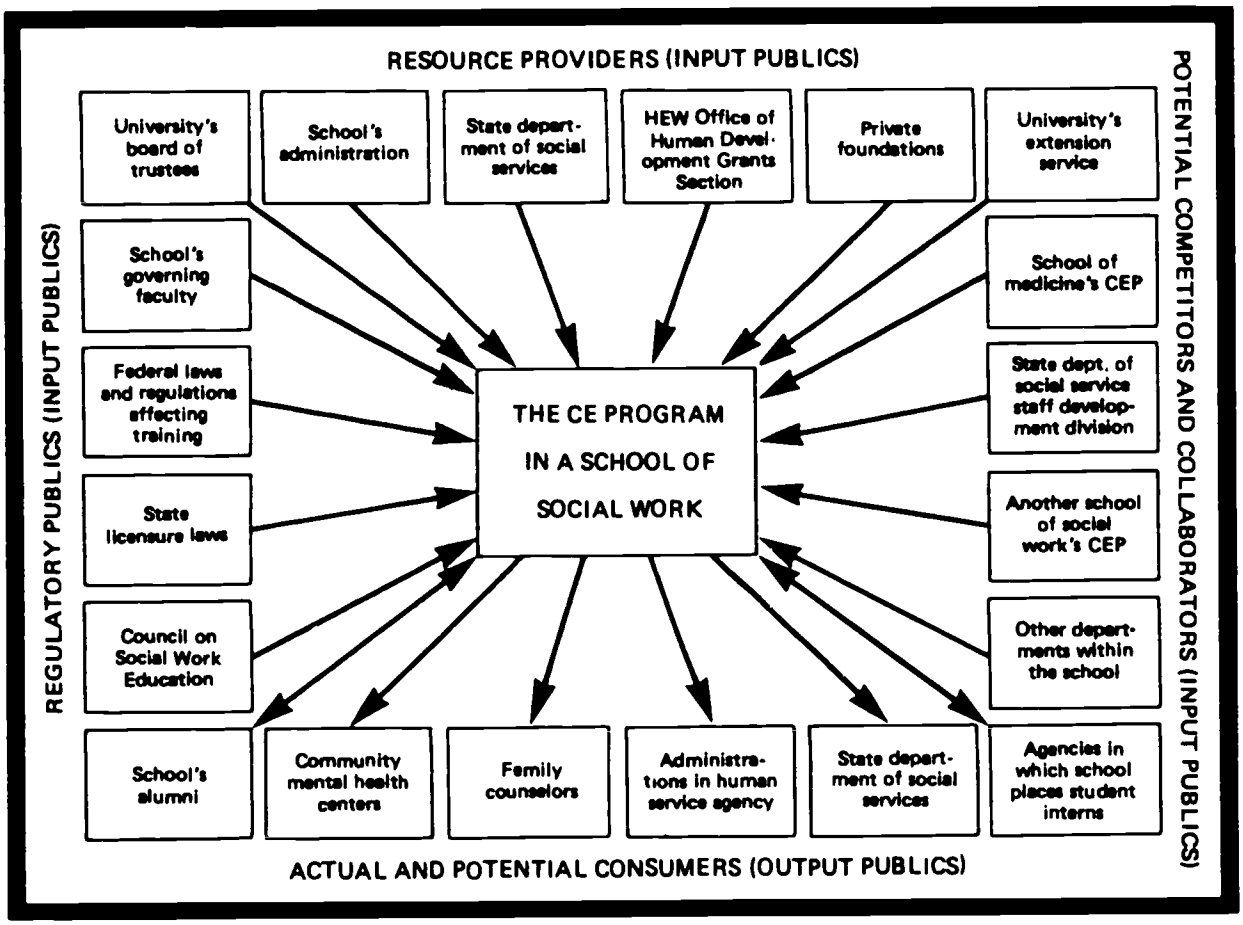
Other Findings Relating to Continuing Education Programs

Another survey finding was concerned with *collaborative resources for the CEPs.* The programs reported a diverse list of organizations with which they had cosponsored continuing education offerings on a regular basis (at least once a year). For example, 45 percent reported cosponsoring programs with their professional association, 65 percent had cosponsored programs with agencies, and 65 percent had been cosponsors of continuing education activities with other university divisions or departments. One out of five reported participating in more regularly occurring cosponsorships of this nature.

The *interorganizational linkages,* with which the comprehensive CEPs must deal in the course of a program year, had become numerous, multifarious, and complex. Lauffer and Sturdevant-Reed made some sense of this potpourri, delineating four basic sets of publics with which a CEP may interact: (1) resource providers (input publics), (2) potential competitors and collaborators (input publics), (3) actual and potential consumers (output publics), and (4) regulatory publics (input publics).[23]

These linkages are schematically portrayed in Figure 1 (note the one-way versus two-way interchanges).

FIGURE 1
THE CEP AND ITS PUBLICS



From Armand Lauffer and Celeste Sturdevant-Reed, *Doing Continuing Education and Staff Development* (New York: McGraw-Hill, 1978), p. 73.

Finally, a few things should be said about the *regulatory environment* within which CEPs currently are functioning. These are particularly important to note since they greatly influence supply and demand, and the means of providing continuing education. For example, of the 26 states with some form of law regulating social work practice, 12 now have renewal provisions that require some form of continuing education activities.[24] Usually the onus is put on the social work practitioner to participate in approximately 30 hours of continuing education activities (or approved self-directed study) each year in order to be relicensed every two or three years, depending on the state. Obviously such a regulation creates considerable demand for continuing education in that state.

Recurring certification of professional competence based on mandatory continuing education participation has for several years been considered for implementation by the National Association of Social Workers. First, in the late 1970s such a policy intent was passed by NASW's Certification of Competence Board, and then, for unexplained reasons, this policy decision was reversed. Obviously, this is a far from settled regulatory issue.

Likewise, the Council on Social Work Education is in the process of considering regulatory action with regard to continuing education providers. This could influence the supply side of the continuing social work education supply-demand picture. The CSWE Continuing Education Advisory Committee has formulated a "Manual of Proposed Standards and Guidelines for Social Work Continuing Education Programs" that could eventually serve as the manual for a continuing education provider approval system.[25] In the meantime, the CSWE Board of Directors has authorized a limited trial period and subsequent evaluation of the impact of subscribing to such standards by several of the established CEPs in social work education programs. The next phase in this regulatory evaluation concerning continuing education provision should occur in 1982 when the continuing education advisory group reports on its experiences with the standards and makes its recommendations to the CSWE Board.

NOTES

1. Frank H. Itzin and Ernest R. Gullerud, *Continuing Education as an Effective Linkage Between Schools of Social Work and the Practice Community* (Urbana, Ill.: University of Illinois, Urbana-Champaign, 1978).
2. Armand Lauffer, *The Practice of Continuing Education in the Human Services* (New York: McGraw-Hill, 1977).
3. Most of the following data were obtained from the 1978 Continuing Education Directors' Survey conducted by this author for the Council on Social Work Education. See Appendix A for the survey instrument used.
4. Grant Loavenbruck, "NASW Manpower Survey," *NASW News*, March 1973, pp. 10-11.
5. These comparisons were derived from data reported in Allen Rubin and G. Robert Whitcomb, comps., *Statistics on Social Work Education in the United States: 1977* (New York: Council on Social Work Education, 1978).
6. The terms "adminstrator" and "educator" were used in a "forced choice" question that was part of the questionnaire utilized in the 1978 Continuing Education Directors' Survey.
7. *Guide to Continuing Education in Schools of Social Work* (New York: Council on Social Work Education, 1974), p. 19.
8. See "Manual of Proposed Standards and Guidelines for Social Work Continuing Education Programs" (New York: Council on Social Work Education, 1980), p. 12, for examples of articulation of these needs for differential continuing education personnel standards.
9. *Guide to Continuing Education, op. cit.*, p. 19.
10. "Manual of Proposed Standards." *op. cit.*, p. 12.
11. *Guide to Continuing Education, op. cit.*, p. 10.
12. Ronald Green, "A Rational Model of Continuing Education Program Planning," (Paper used as background material at the CSWE Continuing Education Directors' Workshop, Richmond, Virginia, October 1978), pp. 2-4.
13. This was another one of the five characteristics of a positive administrative arrangement that a CEP should strive to attain with its host organization or division, as delineated in the *Guide to Continuing Education, op. cit.*, p. 10.
14. *Ibid.*, p. 4.
15. Interesting perspectives on organizational change and related organizational tensions of particular usefulness for continuing educators are presented in G. Brager and S. Holloway, *Changing Human Service Organizations, Politics, and Practice* (New York: Free Press, 1978).

16. For an in-depth discussion of these four models, see Armand Lauffer, *The Practice of Continuing Education in the Human Services* (New York: McGraw-Hill, 1977).
17. Armand Lauffer and Celeste Sturdevant-Reed, *Doing Continuing Education and Staff Development* (New York: McGraw-Hill, 1978).
18. Andy Farquharson, "Planning Need Assessment Activities," *Canadian Journal of University Continuing Education* (Winter 1978).
19. Phillip Kotler, *Marketing for Nonprofit Organizations* (Englewood Cliffs, N.J.: Prentice-Hall, 1975).
20. Phyllis C. Southwick, "Social Work Continuing Education: A Survey of Administrative Structure and Programming in Graduate Schools of Social Work, 1974" (DSW diss., Graduate School of Social Work, University of Utah, 1976).
21. Victor I. Howery, "Continuing Education: Program Development, Administration, and Financing," *Journal of Education for Social Work,* Vol. 10 (Winter 1974), p. 39.
22. *Ibid.*, p. 40.
23. Lauffer and Sturdevant-Reed, *op. cit.*, p. 73.
24. The source for this 1978 data was the National Association of Social Workers.
25. "Manual of Proposed Standards," *op. cit.*

2

Recent Expansion and Pressures For Continued Growth Through the 1980s

Continuing education is a relatively recent phenomenon in social work education. Even the more established CEPs observed during the course of this study had been operating for only about 12 years. Since graduate, undergraduate, and doctoral social work education displayed dramatic growth in the 1960s and the first half of the 1970s, it is not surprising that continuing social work education was the impressive gainer in the latter part of the last decade, and that it shows great promise for continued growth well into the current decade.

In general, demand for continuing social work education logically would have grown during this period, as a necessary next step to the overall growth patterns experienced by social work education. During the 1970s, many new BSW professionals entered the field. Before 1970 only a few recognized BSW programs existed, whereas by 1978 there were more than 200 such programs. In that same year the number of BSW graduates almost equaled the number of MSW graduates. During the 1970s, membership in the National Association of Social Workers grew to over 80,000. Using even some of the most conservative estimates, which do not include many social work administrators and professors because they were counted with managers and educators, the total number of social workers in the United States may be anywhere from 300,000 to 350,000.[1] Along with these developments, one may add what seems to be another trend of the 1970s: that is, in general, women seemed to be planning to pursue their careers on a longer-term basis rather than dropping out of active professional involvement for, one might estimate, one-third to one-half of their careers.

In all these respects social welfare has become a major human service delivery industry. Given the often-discussed phenomenon that professional knowledge acquired in formal educational programs has a half-life of five to eight years, one would expect that demand for continuing education among the many thousands of graduates of the 1960s and 1970s would have been extensive by the late 1970s. Given the explosion of knowledge about clinical social work practice and the growing need for many new skills by social welfare managers in the 1970s,

it would not be surprising to find demand for continuing social work education greatly increasing during this period.

In fact there is evidence that continuing education has been the fastest growing segment of social work education in recent years. Similar surveys conducted in 1974 by Phyllis Southwick[2] and in 1978 by this author offered comparative evidence that the number of CEPs identified in graduate and undergraduate programs doubled, from 50 to 100, during this four-year period.

From 1974 to 1978, the budget size of the CEPs surveyed increased dramatically. For example, in 1974 only one of the CEPs reported a budget of over $100,000, whereas by 1978 nearly one-quarter indicated budgets at least this large. In fact, in 1978 six of the CEPs reported budgets of $400,000 and over, and two of these located in state university systems had multi-million dollar budgets, illustrating how large CEPs *could* become when the sizeable and diverse array of potential funding sources were tapped. As previously discussed, this same time period witnessed the ushering in of a multiplicity of funding sources being utilized in the programming of social work CEPs. Federal, state, regional, and local public sector training grants and contracts were becoming a large part of CEP budgets. These funds were then supplemented by university matching funds, foundation grants, fees from continuing education consumers, and various other sources of revenue.

With the growth in CEP budgets, it is not surprising that the salaries of continuing education directors also grew quite rapidly. For example, the average salary for continuing education directors in 1974 was approximately $16,000, whereas by 1978 the average was up to about $23,000. Even allowing for inflation, this 44 percent increase was remarkable, placing continuing education directors' salaries only somewhat lower than those of assistant deans.[3] Perhaps related to this salary increase of the directors was the fact that from 1974 to 1978 the proportion of directors with doctorates rose from about one-quarter to approximately one-third. On the surface this indicator of growth may reflect the increasing recognition of need on the continuing education directors' part to obtain the credentialling required by the academic work place, whether or not it is particularly relevant to their jobs. On the other hand, this moderate change may simply reflect the concomitant recruitment of many new, young assistant professors to this subspecialty and generally to academia, and it is common knowledge that an increasing proportion of newer academics in social work education are more likely to have their doctorates than their predecessors.

Although these lines of reasoning may be speculative, certain facts remain. There was an increasing tendency for the continuing education directors to be in tenure track lines (60% by 1978) and for more of them to have their doctorates than in 1974, and for more of them to be making the salaries of higher status members of the host organization. These apparently are valued attributes in social work education programs, which are tending to raise the status and degree of acceptance of the CEPs.

On the other hand, four of every five of the CEPs surveyed in 1978 had been established in the previous ten years. Over half (54%) of the respondents had been continuing education directors less than three years. In many settings these were new programs. These findings tend to raise questions about the degree

to which such programs were really an integral component of their host organization—the school of social work. Further, nearly half of the 1978 respondents indicated that they did not have a regular continuing education budget—that is, no university funds to match the contract funds with which they operated on a year-to-year basis. In all these respects one receives the impression of at least half the CEPs being new, dependent on transitory funding, and not yet integrated into the functional fabric of their host organization.

Indeed, there is evidence here that one is dealing with a bimodal group—that is, with perhaps a first and second wave of CEPs that are part of an evolutionary process. As previously discussed, approximately one-quarter or more of the CEPs surveyed appeared to have grown in size, budget, and bureaucratic complexity. They seem to have become bureaucracies within bureaucracies; many of them with sizeable staffs, including administrators, professional specialists (such as researchers, curriculum developers, media experts, etc.), support staff, and large cadres of adjunct faculty/trainers from inside and outside the university.

As these "minibureaucracies" expanded, they seemed to have gained in acceptance in the social work education programs to which they were attached. Site visit observations by this author suggested an increasingly solid linkage in this respect, with many of the core social work faculty becoming actively involved in the functions of the CEPs in such roles as adjunct teachers, curriculum developers, and utilizers of the CEP as a linkage to the practice community. Since these more established CEPs have been viewed increasingly as research utilization centers, curriculum development laboratories for the schools of social work, vehicles for student recruitment, and major sources of new revenues and new educational markets in a time of tight money, it would seem that they have become more integrated, accepted, and elevated in status within their host organizations.

Overall one receives the impression that this group of CEPs is really bimodal, with about one-half appearing to be new, struggling for survival, and not yet integrated into their host organizations, and the other half seeming to be increasingly bureaucratized, stable, and more integrated into the host organization. In summary, to characterize the "state of the art" of continuing education provision in schools of social work by 1978, one would have to portray it as a very mixed picture of an educational subspecialty still very much in transition, with probably two fairly distinct phases of evolution evident among the 100 identified CEPs.

Pressures for Continued Growth Through the 1980s

Where then is this young, but rapidly growing subspecialty of social work education headed for in the next decade? In this last section, many pressures for continued growth and increased integration of the CEPs into social work education will be delineated and discussed. But, given the political climate of the early 1980s and the anti-social programs policy milieu we appear to be entering, all bets will have to be hedged. One will have to remain cautious and uncertain about the future growth or even survival of social work education in general, and continuing social work education in particular, given the impending massive cutbacks in federal support by a conservative administration and the uncertainties of the individual states' funding priorities for training.

Even with this overriding, as yet inconclusive movement toward cutbacks in continuing education and social work education, there are still many forces for continued growth of the CEPs in the 1980s. A continued concern with consumerism and a resulting concern with maintaining professional competence for most of the human service professions, including social work, is one of these forces. Increasingly, the public and the social work profession are demanding that social workers attempt to maintain and expand their competencies through continuing education participation. By 1981, 12 states had social work licensing laws with renewal provisions wherein mandatory continuing education participation was the vehicle for renewal. Furthermore, even though the National Association of Social Workers in 1980 withdrew from its original support of the policy intent to establish a mandatory recurring certification of competence program based on continuing education by its 60,000 certified (ACSW) members,[4] the association continues to work diligently for passage of its model social work licensing bill in all the states. This model bill contains a relicensing statute based on mandatory continuing education participation by licensed social workers.

With the new federalism of the Reagan administration requiring cutbacks in funds for human service programs, and with the states given responsibility for establishing priorities, the training funds previously allocated to various service programs may be in jeopardy. There are currently so many different funding sources for CEP activities that one wonders if diversity of funding might not prove to be the key to the CEP's survival, in the light of federal cutbacks.

In spite of the uncertainty about federal funding, there are several factors that augur well for the healthy future of CEPS:

1. An increasingly sophisticated use of technologies and a broadening theoretical/literature base.[5]
2. The apparent tendency for the roles and functions of CEPs to continue expanding and diversifying. For example, CEPs increasingly will utilize several models of continuing education concomitantly,[6] and will contract with individuals, agencies, and service delivery networks not just to train but to engage in organizational development and change agent functions as a means of building quality service delivery capacities.
3. If outside funding of graduate and undergraduate programs continues to shrink, and if enrollments in schools of social work dwindle, one would expect these social work education programs to turn even more than now to their CEPs to generate new educational markets.
4. If the trend continues toward continuing education directors becoming tenured and/or in hard money tenure track lines, one would expect that this will free them to concentrate on fiscal and organizational development, rather than just survival.
5. It would appear that there is a trend toward CEPs becoming integral components of their host organizations. In the 1980s one would expect to see more situations wherein the continuing education director plays a key role on the social work education program's curriculum development committee, and in this regard one might anticipate more CEPs becoming equal organizational partners with the BSW, MSW, and DSW programs in the schools of social work.[7]
6. Relatedly, one would expect CEPs to be regarded and utilized as laboratories for testing curriculum innovations by social work education programs during the 1980s.

7. Increasingly, professors will view the CEPs as a critical and much-needed linkage to the world of practice, and therefore one will expect more support and involvement from them.
8. One might anticipate more CEP involvement in developing and utilizing mediated training modalities as a way of reaching the previously isolated (geographically) practitioners.
9. New collaborations between the two national associations, NASW and CSWE, concerning specialization via continuing education involvement, could lead to broadened demand for continuing education provision.
10. Increasingly, BSW programs should develop their own CEPs, especially in rural states, or in isolated and underserved sections of other states, both for their own BSW graduates and as a recruitment device. Further, one might expect to find some of these rural BSW programs utilizing their CEPs and continuing education personnel to develop both part-time programs and MSW programs as natural outgrowths of the CEPs.
11. Increasingly, social work CEPs should be utilized as centers for training several other allied social service and human service professional and paraprofessional groups, such as child care workers, foster parents, volunteers, housing managers, police personnel, and corrections workers.[8]
12. Increasingly, there is the emergence of a practice network of continuing educators as an organized constituency and pressure group. As an outgrowth of the Council on Social Work Education's Continuing Education Project Advisory Committee, the National Association of Continuing Education Directors was established in 1980 and incorporated in 1981.
13. The standards and guidelines for continuing education providers developed by CSWE could very well lead to some form of national continuing education provider approval program. Such a development should lead to increased upgrading of the quality of continuing education provision.
14. Increasingly, one would expect that previously stultifying barriers between academically-based CEPs and agency-based staff development programs will be viewed as superfluous and counterproductive.[9]
15. One would expect an even greater tendency than now for continuing educators in social work to write, publish, and establish their own professional literature forums—for example, the new *Journal of Continuing Social Work Education.* In addition continuing educators in the human services will continue to hold "Annual Conferences for Training and the Human Services" and play a major role in the Council on Social Work Education Annual Program Meeting.
16. One might anticipate that as in 1974, the National Association of Social Workers' members will continue to define continuing professional education as their number one priority, an indicator of continuing demand for continuing education.[10]
17. New topical areas in social work continuing education are beginning to attract attention in the literature and in practice. This is a factor that should add to the scope and qualitative refinement of continuing education provision in the 1980s—for example, marketing and continuing education.[11]
18. A growing use of the training-the-trainers approach by continuing educators should be a cost effective means of proliferating continuing education provision in the 1980s.[12]

19. There should be a growing tendency for CEPs to become the administrative unit for "special social work education projects." Several new training/resource centers have been funded for five-year periods and are being administered by social work CEPs—for example, almost all of the ten Regional Child Welfare Training Centers and several of the Regional Adoption Resource Centers.

What the future holds for continuing social work education provision is far from clear. It could be the only real growth area of social work in the 1980s; however, there remains much uncertainty about federal funding and human service training programs. There are many reasons for CEPs to be come increasingly institutionalized, and integral, accepted organizational units of schools of social work. Yet CEPs may be too dependent on transitory funding, and in tight money times, intraorganizational struggles for fiscal survival could take an excessive toll among this relatively young subspecialty of social work education. Social work CEPs have many strengths and positive factors working for them, but given the number of uncertain environmental conditions which they face, they must remain vigilant and multiply their options for continued growth in a time of diminishing resources and increasing demand.

NOTES

1. Sheldon Siegel, *Social Service Manpower Needs: An Overview to 1980* (New York: Council on Social Work Education, 1975).
2. Phyllis C. Southwick, "Social Work Continuing Education: A Survey of Administrative Structure and Programming in Graduate Schools of Social Work, 1974" (DSW diss., Graduate School of Social Work, University of Utah, 1976).
3. Sources for these salary statistics were the 1974 and 1978 *Statistics on Social Work Education in the United States* (New York: Council on Social Work Education, 1975 and 1979).
4. By the time of this writing it was still unclear why NASW had retreated from its earlier policy stance. One might speculate that this issue is far from settled and that the policy of recurring certification competence will resurface in the not-to-distant future.
5. See Grant Loavenbruck and Carol Crecca, *Continuing Social Work Education: An Annotated Bibliography* (New York: Council on Social Work Education, 1980).
6. Armand Lauffer, *The Practice of Continuing Education in the Human Services* (New York: McGraw-Hill, 1977).
7. For example, this organizational pattern is the one in operation at the Rutgers University Graduate School of Social Work.
8. For further discussion of this issue about continuing education participants, see Floyd C. Pennington, "Program Development in Continuing Professional Education: A Comparative Analysis of Process in Medicine, Social Work and Teaching" (PhD diss., University of Illinois, Urbana-Champaign, 1976); Shirley L. Zimmerman, "Continuing Social Work Education: Why Do Social Workers Participate in Continuing Education Programs?" *Journal of Education for Social Work*, Vol. 15 (Spring 1978), pp. 111-16; and William Koch and Melvin Brenner, "Continuing Education for Social Service: Implications from a Study of Learners," *Journal of Education for Social Work*, Vol. 12 (Winter 1976), pp. 71-77.
9. For further discussion of the issue, see Vincent E. Faherty, "Continuing Social

Work Education: A Delphi Study of the Veterans Administration Salt Lake City Regional Medical Education Center" (DSW diss., Graduate School of Social Work, University of Utah, April 1975).

10. Grant Loavenbruck, "NASW Manpower Survey," *NASW News*, March 1973, pp. 10-11.
11. For example, see Phillip Kotler, *Marketing for Nonprofit Organizations* (Englewood Cliffs, N.J.: Prentice-Hall, 1975).
12. For example, Patricia Dunn at Rutgers University has developed a whole recurring Continuing Education Institute around this modality.

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Appendixes

Appendix A

Continuing Education Project–
Continuing Education Directors' Survey

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1. Name: _____
2. School: _____
3. Address of School: _____
   _____
   _____
4. Phone (Bus): _____ Home: _____
5. Your Continuing Education Title:
   _____ Director _____ Coordinator _____ Other _____ No CE Title
6. Sex:
   _____ Male _____ Female
7. Age (last Birthday): _____
8. Highest Earned Degree:
   _____ PhD, DSW, EdD _____MA, MSW _____ BA, BS, BSW _____ Other
9. Number of years of paid social work experience: _____.
10. Number of years in present position: _____.
11. Number of years with present employer: _____.
12. Is your current position a tenured line? _____ Yes _____ No

13. Current Academic Rank;

_____ Full Professor _____ Associate Professor

_____ Assistant Professor _____ Instructor or Lecturer

_____ Non-Academic Rank _____ Other

14. What percent of your work week do you estimate spending on continuing education tasks? _____ percent

15. Are you required to teach courses (other than CE courses)?

_____ Yes _____ No

16. How do you primarily characterize your role?

_____ Educator _____ Administrator

17. How would you primarily characterize your most recent previous position?

_____ Educator _____ Administrator _____ Neither

18. Do you receive the main portion of your salary through a

_____ Grant or Contract _____ Regular Budget Line

19. How many professional staff do you have employed in your continuing education program (full-time equivalent)? _____

20. How many support staff do you have employed in your continuing education program (full-time equivalent)? _____

21. What is the auspices of your continuing education program?

_____ School of Social Work

_____ Joint auspices between School of Social Work and University CE Division or University Extension Division

_____ Other

22. What is the amount of your annual continuing education program budget?

_____.

23. Sources of continuing education program funding (check all which apply and indicate the percent of the total budget for each):

_____ percent Regular Budget Lines _____ percent Grants

_____ percent Contracts _____ percent Fees _____ percent Other

24. Geographic area covered by your continuing education program (check all which apply):

_____ Local _____ Statewide _____ Regional _____ National

_____ International

25. Major target groups of your continuing education program (check all which apply and circle your largest target group):

_____ Post BSWs (BAs) _____ Post MSWs _____ Paraprofessionals

_____ Consumers (Clients) _____ Others

26. Do you grant and record Continuing Education Units (CEUs) through your continuing education program?

_____ Yes _____ No

27. Do you cosponsor CE offerings at least once yearly with (check all which apply):

_____ NASW _____ Other University Divisions or Departments

_____ Agencies _____ Other (Specify): _____

28. Which public relations approaches do you use for your continuing education program? (check all which apply):

_____ Brochures _____ Newsletters _____ TV and/or Radio

_____ Word of Mouth _____ Other (specify): _____

29. Do you have an Advisory Board? _____ Yes _____ No

30. What are your sources for recruiting CE teachers? (check all which apply and circle your largest source):

_____ School of Social Work Faculty

_____ Social Workers from the Practice Community

_____ Nationally Recognized Experts

_____ Other University Faculty

_____ Other Local Professionals

_____ Others (specify): _____

31. Types of CE offerings given by your continuing education program:

_____ Noncredit _____ Credit _____ Both

32. Administratively, does your continuing education program encompass both continuing education and extension?

____ Yes _____ No

33. How long has your continuing education program been established?

_____ Years

(Please turn to Part II - Next Page)

Part II

Continuing Education Directors' Training Needs and Priorities

1. Place a check mark next to the topics you would like to have covered in a training program. Then rank your top ten priorities by placing the numbers 1,2,3, etc. to the left of the topics; e.g., your highest priority would receive 1 and your lowest priority a 10.

Check	Rank	Topic
		CE Philosophies and Values
		Initiating a CEP - Building Institutional Support
		CEP in collaboration with agencies, professional associations, individual social workers, non-social workers
		Marketing research, marketing CE and public relations
		Change agent strategies
		Knowledge transfer; stimulating innovation and research utilization
		CE program development and design
		CE program evaluation and needs assessment
		Auspices for the CEP
		Financing CE - grantsmanship, contract management, marketing techniques, budgeting
		Administration/management skills for CEPs
		Staff development versus inservice training versus extension: forms of CE?
		Adult Education: Basic Principles and Theories
		Continuing Professional Education: Basic Principles and Theories
		CE as a linkage between Academic and World of Practice
		CE as vehicle for ensuring continued professional competency, (relicensing and/or recertification of competency via mandatory CE)
		CEUs and other options for recording and tracking CE participation
		CE as an integral, functional, and structural component of a school of social work
		Competition versus collaboration
		CE innovations
		CE and technology (including mediated technologies)

Check	Rank	Topic
		CE as a vehicle for increased CSWE-NASW collaboration
		Personnel management and developing personnel resources; e.g., trainers
		Management of Space, Physical and Social Environment, and Time
		Advisory groups and participant inputs
		Politics of CE (inside and outside the university)
		CE Training Materials Development

2. In a few sentences for each, tell us about three CE issues or operational problems you are confronting as a new director of a university based CEP which you would like covered in the upcoming training program. Further, indicate which one of these you would want as your own working focus throughout the course of this two-part training program.

Appendix B

Site Visits, 1977-1980

School	Contact Person (CE Director)
1. Rutgers University	Patricia Dunn
2. Boston University	Louise Frey (Donald Polk)
3. University of Houston	Helene Harvey
4. University of Minnesota	William Hoffman
5. University of Missouri	Charles Mitchell (Michael Kelly)
6. University of Wisconsin/ Extension	William Koch
7. Adelphi University	Florence Kohn
8. Temple University	Seymour Rosenthal (Edna Farace)
9. Virginia Commonwealth University	Florence Segal
10. Case Western Reserve University	Lois Swack
11. State University of New York at Albany	Thomas Kinney
12. Columbia University	Shad Hoffman
13. University of Connecticut	Selig Rubinrott
14. University of Indiana	Valjean Dickinson
15. Howard University	Mary Day
16. Boston College	Victor Cappocia
17. University of Tennessee*	Ronald Green
18. Marywood College	Ronald Costen
19. Our Lady of the Lake University*	Frank Montalvo

School	Contact Person (CE Director)
20. Washington University/ George Warren Brown**	George Andrus
21. Fordham University	Patricia Morrisey
22. University of Michigan**	Larry Berlin
23. New York University	Eleanor Korman
24. Portland University*	Betty Lindemann Leonard
25. San Jose State University*	James Kouzes (Thompson)
26. Syracuse University*	Thomas Briggs
27. University of Utah*	Phyllis Southwick
28. University of Washington**	Diane Burden
29. Western Michigan University**	Bridget Stover
30. Augustana and Sioux Falls Colleges**	Helen Hay
31. Boise State University**	Janis Moore
32. Colorado State University**	Richard Mimiaga
33. East Carolina University**	Homer Yearick
34. Eastern Washington University**	James Pippard
35. Indiana State University**	Lee Christenson
36. San Francisco State University**	John Lemon
37. James Madison University**	Gary Smith
38. Kansas State University**	Jackie Jackson
39. Longwood College**	George Stonikinis
40. Mankato State University**	Kay Van Bushirk
41. Mississippi State University**	Henry Darim
42. Montana University**	Robert Deaton
43. Morgan State University**	LaMoyne Matthews
44. Mt. Mary College**	Glenna Raybell
45. New Mexico Highlands University*	Gene Goetz
46. North Dakota University**	Ernie Norman
47. Ohio University**	Margaret Sebastian
48. Pittsburg State University	Will Jackson
49. Radford College**	Dennis Cogswell
50. Rhode Island College**	Patricia O'Connell
51. South Dakota University*	Michael Parker
52. Spalding College**	Johanna Burke
53. State University of New York at Brockport**	Marilyn Middleton
54. University of Texas at El Paso**	Marion Cahoon
55. University of Montevallo**	Susan Vaughn
56. Weber State College**	Debra Ward
57. Wright State University**	Richard Gregory
58. University of Arkansas**	Bruce Carruth
59. Atlanta University**	Lydia Wynn
60. Barry College**	Michael Connolly
61. University of California at Berkeley*	Barbara Weiss
62. University of Georgia**	Thomas Morton
63. University of Hawaii**	Larry Lister

School	Contact Person (CE Director)
64. University of Illinois, Chicago Circle**	Kenneth Krause
65. University of Illinois, Urbana-Champaign**	Ernest Gullerud
66. University of Maryland**	Harriet Trader (Shirley Brown)
67. Michigan State University**	Celeste Sturdevant-Reed
68. University of Minnesota at Duluth**	James Reinhardy
69. University of Nebraska**	Sheila Collins
70. State University of New York at Buffalo**	Elizabeth Harvey
71. State University of New York at Stony Brook**	John Haynes
72. University of North Carolina at Chapel Hill**	Richard Uhlig
73. Ohio State University*	Bernard Weiss
74. University of Pennsylvania**	Laura Lee
75. San Diego State University*	Jack Stumpf

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* Did not visit school but met with CE Director

** Did not visit school but met with CE Director in conjunction with CE Directors Training Program

Appendix C

Continuing Education Project Advisory Committee

Charles Mitchell, *Chairperson*
University of Missouri

Robert Deaton
University of Montana

Patricia Dunn
Rutgers University

Louise Frey
Boston University

Ronald Green
University of Tennessee at Knoxville

Jeffrey Hantover
Council on Accreditation of Services for Families and Children

Helene Harvey
University of Houston

Helen Hay
Augustana & Souix Falls Colleges

William Hoffman
University of Minnesota

Michael Kelly
University of Missouri

Paul Keys
Wisconsin State Department of Social Services

Thomas Kinney
State University of New York at Albany

Alan Knox
University of Illinois, Urbana-Champaign

William Koch
University of Wisconsin-Extension at Milwaukee

Florence Kohn
Adelphi Universiry

James Kouzes
San Jose State University

Seymour Rosenthal
Temple University

Harry Schatz
Weiner Educational Center

Florence Segal
Virginia Commonwealth University

Federico Souflee
Chicano Training Center

Phyllis Southwick
University of Utah

Celeste Sturdevant
Michigan State University

Lois Swack
Case Western Reserve University

Homer Yearick
East Carolina University

Grant Loavenbruck
CSWE Staff Member